Sec. V   IDM REVIEW FORM

District: _____

School Building: _____

Curriculum area(s) being addressed:

    _____ Reading

    _____ Math

    _____ Behavior

    _____ Other: _____

Grade level(s): _____

District/Building contact person information:

    Name: _____

    Phone: _____

    E-mail: _____

AEA/DE Coach: _____

Date of form completion: _____

Note: This form should be completed by the appropriate LEA personnel along with the AEA/DE designated site coach.

Assessment

Subject/Grade Level

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(A) SCREENING		
Quality Indicator	**Existence:** ✔	**Comments**
Process	❑ Process to screen all students in identified area	
Process Components	Screening Process: ❑ Allows for decision-making three or more times a year ❑ Process to screen all students in identified area ❑ _Aligned_ to the district policies ❑ Has established decision-making criteria	
Tools	Assessment Tools: ❑ Technically adequate ❑ Aligned to district curriculum ❑ Aligned to district standards and benchmarks ❑ Maximize probability students' needs are portrayed	

What are the criteria that are applied to the screening data to determine which students require additional supports (e.g., cut points)?

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Assessment Cont.

Subject/Grade Level

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(B) DIAGNOSTIC ASSESSMENT		
Quality Indicator	**Existence:** ✔	**Comments**
Process	Process to gather diagnostic information from sources at... ❑ group level ❑ individual level	
Process Components	Diagnostic Process: ❑ Allows for decision-making three or more times a year ❑ Includes a process to determine which students should be exempted	
Tools	Assessment Tools: ❑ Connected to the core curriculum ❑ Aligned to district curriculum ❑ Aligned to district standards and benchmarks	

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Assessment cont.

Subject/Grade Level

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(C) FORMATIVE ASSESSMENT		
Quality Indicator	**Existence:** ✔	**Comments**
Process	❏ Process to gather formative assessment in content area indicated	
Process Components	Formative assessment process allows for ongoing decision-making to help inform instructional decisions: ❏ Two times per month for SUPPLEMENTAL ❏ One time per week for INTENSIVE	
Assessment Tools:	<u>S I</u> **_S = Supplemental - I = Intensive_** ❏ ❏ Technically adequate ❏ ❏ Connected to core curriculum ❏ ❏ Aligned to district curriculum ❏ ❏ Aligned to district standards and benchmarks	
Decisions	Leads to decision about continuing instruction or targeting instruction ❏ SUPPLEMENTAL ❏ INTENSIVE	

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Systems

Quality Indicator	Existence: ✔	Comments
Administrative Involvement in Decision Making	❑ Principal(s) support and participate in the use of data-driven decision-making instruction.	
Administrative Support for Professional Development	❑ Principal supports and participates in continuing professional development and technical assistance in this instructional area.	
Instructional Leadership	❑ There is a leadership team in this instructional area involved in reviewing data and making decisions.	
Distributed Leadership	❑ The leadership team contains teachers and those responsible for implementation.	
Quality Professional Development	❑ Aligned with IPDM.	
Coordination	❑ Three cycles (core, supplemental, intensive) of instruction are coordinated to ensure fluidity and flexibility (e.g., communication and collaboration occur). ❑ Coordination is seen through student scheduling adaptations and resource allocation (personnel).	

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Instruction

Subject/Grade Level

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	(A) Core Instruction	
The combination of instructional practices, materials, and strategies that compose the instruction provided in the general classroom for most students.		
Quality Indicator	**Existence:** ✔	**Comments**
Student Performance	❑ Core instruction is meeting the needs of most students (>80 percent are proficient). ❑ Those students who may benefit from instructional supports are identified.	
Curriculum and Instruction	❑ A process to analyze core instruction is being utilized.	
Strategies	❑ Scientifically-based research strategies are being implemented.	

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Instruction Cont.

Subject/Grade Level

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(B) Supplemental Instruction

Differentiated or extended instruction for students who have been identified as requiring instruction outside the realm of what core instruction can provide. It is targeted instruction that occurs in addition to core instruction and is most often provided in small groups.

Quality Indicator	Existence: ✔	Comments
Student Performance	❏ Supplemental instruction is meeting the targeted instructional needs of students.	
Curriculum and Instruction	❏ A process to analyze supplemental instruction is being used.	
Strategies	❏ Supplemental strategies are in place. ❏ Strategies are working.	
Grouping	❏ Flexible grouping is occurring and is based on student achievement data.	
Time	❏ Additional instructional time (in addition to Core) is being provided, is protected, and is sufficient.	
Setting	❏ Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors).	
Documentation Requirement	❏ An individual plan is written for each student. ❏ Instructional strategies are documented. ❏ Student progress is being monitored regularly.	
Personnel	❏ Instruction is provided by personnel who are adequately trained and licensed to provide services.	

Comments: _____
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Instruction Cont.

Subject/Grade Level

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	(C) Intensive Instruction	
Instruction that is significantly differentiated and individualized to meet the needs of the students. It is instruction that occurs in addition to core instruction and can be provided in a small group or one-to-one.		

Quality Indicator	**Existence:** ✔	**Comments**
Student Performance	❑ Intensive instruction is meeting the needs of students.	
Curriculum and Instruction	❑ A process to analyze intensive instruction is being used.	
Strategies	❑ Intensive strategies are in place. ❑ Strategies are working.	
Grouping	❑ Flexible grouping is occurring and is based on student achievement data.	
Time	❑ Additional instructional time (in addition to Core) is being provided, is protected, and is sufficient.	
Setting	❑ Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors).	
Documentation Requirement	❑ An individual plan is written for each student. ❑ Instructional strategies are documented. ❑ Student progress is being monitored regularly.	
Personnel	❑ Instruction is provided by personnel who are adequately trained and licensed to provide services.	

Comments: _____
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Core Curriculum

Quality Indicator	Existence: ✔	Comments
Guaranteed and Viable	❏ Core curriculum is guaranteed and viable.	
Organized and Sequenced	❏ Core curriculum is organized and sequenced.	
Monitored	❏ Core curriculum is monitored for implementation in all classrooms.	
Aligned	❏ Core curriculum is aligned with instruction and assessment.	
Time is Adequate	❏ Adequate time is given for core curriculum delivery, and the delivery time is protected.	

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Pilot Site Plan	
Actions	**Method**
PRIORITIES (based on *Review Form* information)	
GOALS (for school year)	
ACTION PLAN (process components)	